EBP: House Wide Education

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EBP Practice Change

The “Educator Resource Guide” is a new tool that is used by Educators and shared with the CBT creation team when creating or revising CBT education. It contains evidence-based guiding principles to create high quality education.

Educator Resource Guide - Table of Contents:
• CBT Creation Flow Chart: This new algorithm was created so all team members knew the process of CBT development.
• Importance of Educator Involvement: Educators started being assigned to support CBT development in 2014. Educators did not always have a clear understanding of their role in the creation process. This section outlines their value and purpose.
• Adult Learning Principles: This is a new resource sheet that can be shared with all team members to ensure adult learning principles are utilized.
• Directions to Audience Members: This is a new evaluation used to elicit audience member feedback prior to publishing the CBT.
• Use of Media: This is a new resource sheet that can be utilized by all team members to ensure the CBT is interactive and innovative.
• Writing Test Questions: This is a new resource sheet that can be shared with all team members to ensure test questions within the CBT are meaningful.
• Behavioral Styles and Dealing with Conflict: These are new resource sheets available to all team members to support utilization of OBBWM Culture Concepts.

Additional Support for Practice Change:
• All Educators assigned to work on CBTs will have a mentor from this team.
• “Use of Media in CBTs” was live education presented by E-Learning Specialists. It is available under Course Catalog.
• Team presented updates to stakeholders at Education Council throughout the course of this project.
• Formal Evaluation of CBT creation process that is sent to Content Expert involved in CBT creation updated to include questions about content and quality of final product.
• Education and Professional Development Department continues their long standing commitment to creating high quality CBTs while limiting time.

Pre/Post Measures
The graph indicates the average length of time of three mandatory CBTs (bloodborne pathogens, safety/security and privacy/security) over the course of four years. The red line indicates when this project started.

Plan to spread the project:
• Continue to track CBT module time as more CBTs are revised/created with evidence-based guiding principles.
• Continue to review Evaluation competed by Content Experts to track content and quality.
• Continue to support Educators in utilization of the Educator Resource Guide.
• Modify/Update Educator Resource Guide based on new evidence and feedback.

Team Members
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Purpose Statement
The purpose of this evidence-based practice project is to improve the content and quality of Computer Based Training (CBT) education and reduce the average CBT module time, through the application of evidence-based guiding principles for CBT content and development, compared to previous practice of ineffective guidelines.

Synthesis of Evidence
• Computer based training is equally effective as traditional education methods such as lectures.
• Computer based training is more time effective and could be more cost effective.
• Success of computer based training depends on the quality of the presentation.
• Computer based training must be interactive and utilize adult learning principals.
• There is not literature on best practice for the development of computer based training.
• Computer base training should contain “need to know” information and exclude “nice to know” information because every minute spent on the presentation is time away from patient care (M. Huss, personal communication, December 8, 2016).
• Audience review of content is beneficial (M. Huss, personal communication, December 8, 2016).

References